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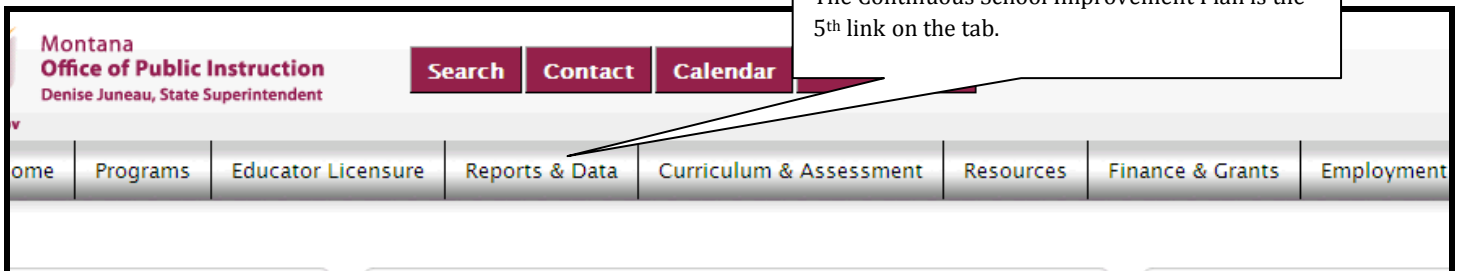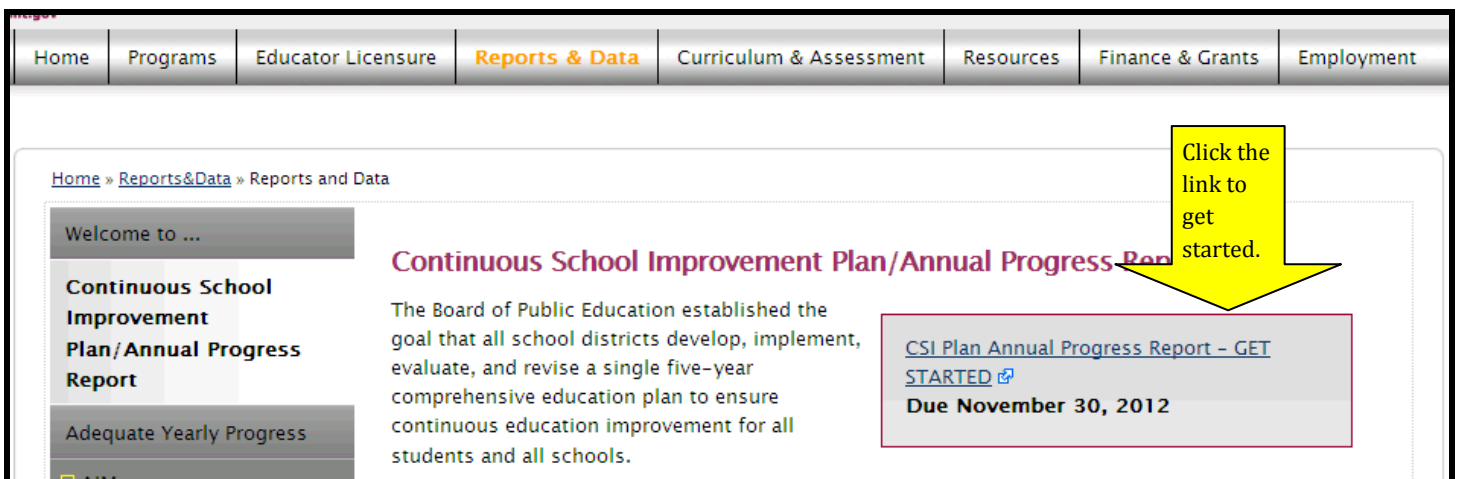opi.mt.gov

Fall 2012

This guide demonstrates the step-by-step process for completing the Continuous School Improvement Plan (CSIP). In addition to this Guide a CSIP Word template is available on the CSIP webpage. The template provides users with an opportunity to create responses in Word, spell-check, and copy into the application. The 2012-13 CSIP will be loaded into GEMS, the new data warehouse, where all constituents can read the plan.

> Click on Reports and Data on the OPI website. The Continuous School Improvement Plan is the 5th link on the tab.

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| ome | Programs | Educator Licensure | Reports & Data | Curriculum & Assessment | Resources | Finance & Grants | Employment |

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Home » Reports&Data » Reports and Data

Welcome to ...

**Continuous School Improvement Plan/Annual Progress Report**

Adequate Yearly Progress

**Continuous School Improvement Plan/Annual Progress Report**

The Board of Public Education established the goal that all school districts develop, implement, evaluate, and revise a single five–year comprehensive education plan to ensure continuous education improvement for all students and all schools.

> Click the link to get started.

CSI Plan Annual Progress Report – GET STARTED
**Due November 30, 2012**

The link will take you to the Citrix login screen. Login User Names and Passwords were sent to the Authorized Representatives in June.

**Legal Entities with one School code (SC#) must login as the Legal Entity (LE)/District.**

**Log In**
User Name:
Password:
**Log In**

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The order of plan completion is: **District, School, Title I. This will allow some fields to be prefilled from the previous plan.** Starting with the district, note that the Planning Status for the District CSIP is "incomplete," and will change to "complete" once the district plan is finished.

You are logged in as: CP8229 - You Are Planning For: Eureka Elem (District) - LE0527   State Fiscal Year:   2013

Planning Close Date is: November 30, 2012

# Plan Selection

Here is the status and availability of your District CSI and Title I planning:

**CSI Planning** :   CSI Planning status is incomplete

**Title I Planning** :   Title I is disabled until CSIP is completed

You have permissions to select schools in your district from the drop-down list below.

Districts / Schools you may select:  [                    ▼]

Choose your District from the drop-down list.

Planning Close Date is: November 30, 2012

# Planning Status

Saving your planning in the following pages is performed by clicking either the 'Previous' or 'Next' buttons at any time.

Note that the district questions will be different from previous years!

Start with Math.

| District CSI Planning Steps and Status | | |
|---|---|---|
| Step 1: Profile | This Step is Optional. | Go to Page |
| Step 2: Annual Progress Report | | |
| Math | This Step is Required. | Go to Page |
| Reading | This Step is Required. | Go to Page |
| Step 3: Current Year Goals and Action Plan | | |
| Math | This Step is Required. | Go to Page |
| Reading | This Step is Required. | Go to Page |
| Other Goal 1 | This Step is Optional. | Go to Page |
| Other Goal 2 | This Step is Optional. | Go to Page |
| Step 4: Curriculum Alignment | This Step is Required. | Go to Page |

**Return to Plan Selection**

At the district level you are asked to analyze the trend in achievement over the previous three years.

## District Annual Progress Report - Math

**1. What is the 3-year trend for achievement across the district?** REQUIRED
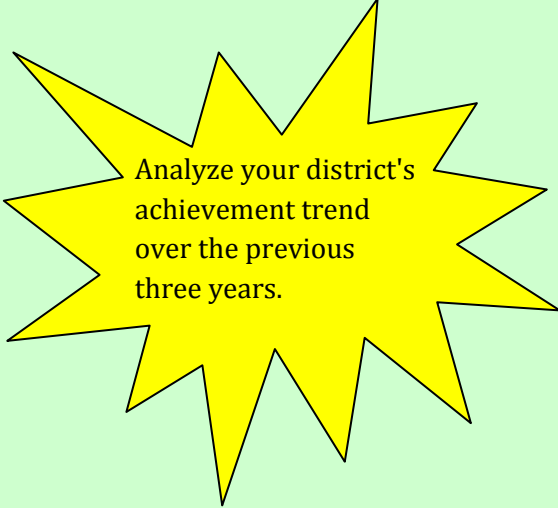Grades 3 - 5

○ Gradual Improvement
○ Achievement remains static
○ Achievement has declined
○ NA

Grades 6 - 8
○ Gradual Improvement
○ Achievement remains static
○ Achievement has declined
○ NA

Grade 10
○ Gradual Improvement
○ Achievement remains static
○ Achievement has declined
○ NA

Analyze your district's achievement trend over the previous three years.

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Plan Selection    Reports    Resources    Scoring Rubric    Administrative    Logout

You are logged in as: CP8229 - You Are Planning For: Bainville K-12 Schools (District) - LE0785    **State Fiscal Year**    2013

## District Annual Progress Report - Math

**2. Please identify the district actions that may have affected the observed trends:**  REQUIRED

Scoring Rubric Descriptors

Actions that may have affected the assessment outcomes.
Examples: Improvement
• Use of intervention materials
• Adoption of research-based curriculum materials
• Walk-to-read/math
• Focused professional development
• Curriculum redesign
• Strategic implementations of higher expectations
• Additional support staff
• Increased parental engagement
• Professional development in the use of data

Examples: Lack of Improvement
• Change in student population
• Disrupting events
• Lack of focused professional development

Continue to the Planning Status page and select the Annual Progress Report for Reading.

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# Planning Status

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| Step 1: Profile | This Step is Complete. | Go to Page |
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| Math | This Step is Required. | Go to Page |
| Reading | This Step is Required. | Go to Page |
| Other Goal 1 | This Step is Optional. | Go to Page |
| Other Goal 2 | This Step is Optional. | Go to Page |
| Step 4: Curriculum Alignment | This Step is Required. | Go to Page |

Select Progress Report for Reading

## District Annual Progress Report - Reading

**1. What is the 3-year trend for achievement across the district?**     REQUIRED
Grades 3 - 5

○ Gradual Improvement
◉ Achievement remains static
○ Achievement has declined
○ NA

Grades 6 - 8
○ Gradual Improvement
◉ Achievement remains static
○ Achievement has declined
○ NA

Grade 10
○ Gradual Improvement
○ Achievement remains static
○ Achievement has declined
◉ NA

**Previous**                                                                              **Next**

Continue to the **District Action Plan** for 2012-13.

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**OPI Home**

## OPI Continuous School Improvement Plan

n Selection    Reports    Resources    Scoring Rubric    Administrative    Logout

You are logged in as: CP8229 - You Are Planning For: Belt Elem (District) - LE0112    **State Fiscal Year**    2013

**District Math Goal** REQUIRED

**Scoring Rubric Descriptors**

Start by stating a math goal for all schools in the district.

District Goals: Goals are broadly stated outcome expectations.
Examples for math and reading:

• All students will improve in math achievement.

• More students in the "nearing proficiency" category on the CRT will move to "proficient".

• Our economically disadvantaged students will achieve at the rate of the "all students" population.

• Our students will demonstrate greater comprehension in reading.

• Our students will demonstrate greater proficiency with "open ended" questions where they are required to explain their thinking.
Use Back Button to return to the application. <- <-

Describe the resources the district will provide to the staff in order to assist them in meeting the goal.

**District Math Action Plan**

**List the resources that the district will provide to the schools in order to achieve the current year goals** REQUIRED
**These are recommended topics but you may enter any relevant resource(s) in the textbox below:**

- Professional development focused on demonstrated student needs (i.e. based on data)
- Additional support personnel
- Diagnostic assessments
- Technological resources
- Research-based interventions

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Return to the Planning Status Page and the Action Plan for Reading.

## Planning Status

Saving your planning in the following pages is performed by clicking either the 'Previous' or 'Next' buttons at any time.

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| Reading | This Step is Required. | Go to Page |
| Other Goal 1 | This Step is Optional. | Go to Page |
| Other Goal 2 | This Step is Optional. | Go to Page |
| **Step 4: Curriculum Alignment** | This Step is Required. | Go to Page |

Next plan for Reading.

OPI would appreciate your feedback on the CSIP process and application.
Email comments to twing@mt.gov

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**District Reading Goal** REQUIRED

Scoring Rubric Descriptors

Previous

District #3 Goals:  Goals are broadly stated outcome expectations.
Examples for math and reading:
• All students will improve in math achievement.

• More students in the "nearing proficiency" category on the CRT will move to proficient.

• Our economically disadvantaged students will achieve at the rate of the "all students" population.

• Our student will demonstrate greater comprehension in reading.

• Our students will demonstrate greater proficiency with "open ended" questions where they are required to explain their thinking.

Use Back Button to return to the application. <- <-

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**District Reading Action Plan**

List the resources that the district will provide to the schools in order to achieve the current year goals  REQUIRED
These are recommended topics but you may enter any relevant resource(s) in the textbox below:

- Professional development focused on demonstrated student needs (i.e. based on data)
- Additional support personnel
- Diagnostic assessments
- Technological resources
- Research-based interventions

---

Districts are encouraged to use the "Other Goals" to identify other areas where improvement is desired across the district.

# Planning Status

aving your planning in the following pages is performed by clicking either the 'Previous' or 'Next' buttons at any time.

| District CSI Planning Steps and Status | | |
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| Other Goal 1 | This Step is Optional. | Go to Page |
| Other Goal 2 | This Step is Optional. | Go to Page |
| Step 4: Curriculum Alignment | This Step is Required. | Go to Page |

Click to plan for other goals.

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**OPI Continuous School Improvement Plan**

OPI Home

Plan Selection    Reports    Resources    Scoring Rubric    Administrative    Logout

You are logged in as: CP8229 - You Are Planning For: Belt Elem (District) - LE0112    State Fiscal Year 2013

**District Other Goal 1** OPTIONAL

Scoring Rubric Descriptors

Districts are encouraged to formulate goals for continuous improvement related to additional Accreditation Standards, for example:
• 10.55.801 School Climate
• 10.55.804 Gifted and Talented
• 10.55.908 School Facilities
• 10.55.1003 Program Foundation Standards
• 10.55.701(2 i) Parent Involvement

Use Back Button to return to the application. <- <-

The final step for the district is to input the dates for review of each curriculum area.

# Planning Status

**Saving your planning in the following pages is performed by clicking either the 'Previous' or 'Next' buttons at any time.**

| District CSI Planning Steps and Status | | |
|---|---|---|
| Step 1: Profile | This Step is Complete. | Go to Page |
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| Step 3: Current Year Goals and Action Plan | | |
| Math | This Step is Required. | Go to Page |
| Reading | This Step is Required. | Go to Page |
| Other Goal 1 | This Step is Optional. | Go to Page |
| Other Goal 2 | This Step is Optional. | Go to Page |
| Step 4: Curriculum Alignment | This Step is Required. | Go to Page |

Click to plan for curriculum review timetable.

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**(2) For content and performance standards in all program areas in accordance with ARM 10.55.602(8), school districts shall:**

(c) at least every five years, review and select materials and resources necessary for implementation of the curriculum and assessment that are consistent with the goals of the five-year comprehensive education plan.

| Content | Year Last Review Completed | Year Next Review to be Completed |
|---|---|---|
| Arts | 2008 - 2009 | |
| Career Vocational Technical | 2010 - 2011 | |
| English Language Arts | 2007 - 2008 | |
| Health Enhancement | 2010 - 2011 | |
| Library Media | 2007 - 2008 | |
| Mathematics | 2011 - 2012 | |
| Reading | 2011 - 2012 | |
| Science | 2011 - 2012 | |
| Social Studies | 2011 - 2012 | |
| Technology | 2008 - 2009 | |
| Workplace Competencies | 2010 - 2011 | |

Indicate the review schedule for each of the curriculum areas at the left.

Local intranet

District planning is now complete. Users can now select the school for planning on the Plan Selection page.

This first step is to analyze the student achievement data from last year and to discern the effectiveness of last year's Action Plan.

# The Continuous School Improvement Plan "How to Guide" - Page 13 of 19

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## 2012 {Previous Year} Progress Report - Math

**Analysis of Action Plan Effectiveness:**
Analyze your student achievement (CRT, MAP, Dibels, or other measurements) and other data related to your measurable objectives for the previous year. After reviewing your student achievement, respond to these next questions:

### APR Planning for: Math

**Was the measurable objective of your 2011 - 2012 Action Plan met?** REQUIRED

⦿ Yes
○ No

[Previous]                                                    [Next]

## 2012 {Previous Year} Progress Report - Math

**Analysis of Action Plan Effectiveness:**
Analyze your student achievement (CRT, MAP, Dibels, or other measurements) and other data related to your measurable objectives for the previous year. After reviewing your student achievement, respond to these next questions:

### APR Planning for: Math

**What student data did you use to evaluate the effectiveness of your 2011 - 2012 Action Plan?**
**What did you observe in the data? (growth, trends, differences among subgroups, variation in performance among standards,**
REQUIRED

**Scoring Rubric Descriptors**

**Note:** These questions are different from the questions on previous years' reports!

School Annual Progress Report- Math and Reading
Indicate the data that were used to evaluate last year's success. What did you observe? The analysis is more valid if more than one data source is used. Examples:
• Growth was observed in one subgroup such as economically disadvantaged, students with disabilities, etc.

• Improvement was stagnant for certain standards.

• Our male students are trending toward improvement as compared to our female students.

• We are noticing that our students continue to struggle with constructed response items.

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After analyzing the data you are asked to reflect on the previous year's plans. What is the meaning of the data that you reviewed? What does it tell you about your students and the effectiveness of the plan you put in place last year?

**2012 {Previous Year} Progress Report - Math**

**Analysis of Action Plan Effectiveness:**
Analyze your student achievement (CRT, MAP, Dibels, or other measurements) and other data related to your
measurable objectives for the previous year. After reviewing your student achievement, respond to these next questions:

**APR Planning for: Math**

What does the data reveal about the effectiveness of the 2011 - 2012 Action Plan (strategies, professional development, resources)? REQUIRED

Scoring Rubric Descriptors

111

What does the data suggest about the effectiveness of last year's Action Plan? Examples:
• 75% of the students who were the focus of research-based interventions were able to perform at grade level.

• Using walk-to-read appears to have been a successful strategy for the strategic students.

• Practice on constructed response items during the year did not result in improvement in students being able to explain their thinking.

• Students who were able to set specific goals for themselves and monitor those goals regularly showed improved performance over students who did not follow through on goal setting.

Use Back Button to return to the application. <- <-

Previous

Next

Return to Planning Status page- Annual Progress Report.

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## Planning Status

Saving your planning in the following pages is performed by clicking either the 'Previous' or 'Next'

| School CSI Planning Steps and Status | | |
|---|---|---|
| Step 1: Profile | This Step is Complete. | Go to Page |
| Step 2: Annual Progress Report | | |
| Math | This Step is Complete. | Go to Page |
| Reading | This Step is Required. | Go to Page |
| Step 3: Current Year Goals | This Step is Complete. | |
| Step 4: Current Year Action Plan | | |
| Math | This Step is Incomplete. | Go to Page |
| Reading | This Step is Incomplete. | Go to Page |
| Other Goal 1 | This Step is Incomplete. | Go to Page |
| Other Goal 2 | This Step is Incomplete. | Go to Page |
| Curriculum Alignment | This Step is Complete. | Go to Page |

Go to Reading and complete the same three questions for Reading.

## Planning Status

Saving your planning in the following pages is performed by clicking either the 'Previous' or 'Next' buttons at any time.

Step 4- Begin current year Action Plan.

| School CSI Planning Steps and Status | | |
|---|---|---|
| Step 1: Profile | This Step is Complete. | Go to Page |
| Step 2: Annual Progress Report | | |
| Math | This Step is Complete. | Go to Page |
| Reading | This Step is Required. | Go to Page |
| Step 3: Current Year Goals | This Step is Complete. | |
| Step 4: Current Year Action Plan | | |
| Math | This Step is Incomplete. | Go to Page |
| Reading | This Step is Incomplete. | Go to Page |
| Other Goal 1 | This Step is Incomplete. | Go to Page |
| Other Goal 2 | This Step is Incomplete. | Go to Page |
| Curriculum Alignment | This Step is Complete. | Go to Page |

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## 2013 {Current Year} Yearly Action Plan: Math

**Schools Yearly Action Plan**

Schools will complete the annual planning for the Math goal set by the District.

Select the Begin button to start planning.

You have completed 1 of 4 required responses

Cancel      Begin

The district Goal will be pre-filled into the school plan.

## 2013 {Current Year} Yearly Action Plan: Math

**District Goal for: Math**

The goal for math has been stated at the district level and will be prefilled into the school Action Plan.

Previous      Next

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## 2013 {Current Year} Yearly Action Plan: Math

**District Goal for: Math**

District goal restated.

**Measurable Objectives for: Math**  REQUIRED

Scoring Rubric Descriptors

Measureable Objective:
How many (and which) students will (achieve what), (in what time frame) as measured by (data collection instrument/s or test/s).
Example:
One hundred percent of 6th grade students identified as gifted in mathematics will score at least 20 RIT points above the grade level target or better on the end-of-the-year Measures of Academic Progress (MAP) Mathematics assessment administered at the 7th grade level by spring 2013.

---

## 2013 {Current Year} Yearly Action Plan: Math

**District Goal for: Math**

District goal restated.

**Identified Strategies for: Math**  REQUIRED

Scoring Rubric Descriptors

A strategy is a plan, method, or series of actions for obtaining a specific goal or result. Examples:
• After benchmark screening assessments are analyzed develop a walk-to-reading/math program providing smaller classes for strategic and intensive students.

• Provide an additional 30 minutes per day of instruction in math/reading for strategic and intensive students.

• Focus interventions on whole and rational numbers, word problems, and fact fluency.

• Increase use of manipulatives and representational drawings to increase understanding.

Use Back Button to return to the application. <- <-

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## 2013 {Current Year} Yearly Action Plan: Math

### District Goal for: Math

District goal restated.

### Professional Development Needs for: Math  REQUIRED

Scoring Rubric Descriptors

Professional development can take place in a number of formats:
• Professional Conferences (MEA-MFT, MSSA, MREA)
• District trainings
• School-based training provided by administrator/staff
• Online learning
• Book studies
• Observation visits to other schools

**Professional development should be tied to student data.** If students, through assessment results, have demonstrated a specific need, this area of need should be the focus of professional development. Book studies and online learning can be a rich source of targeted teacher learning.

Use Back Button to return to the application. <- <-

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## 2013 {Current Year} Yearly Action Plan: Math

### District Goal for: Math

District goal restated.

### Describe how the school will integrate Indian Education into the school's Math instruction  REQUIRED

Scoring Rubric Descriptors

This is a statement specifically related to Math or Reading.
Indicate the strategies you will use. Examples:
• Teepee building- for geometry and/or reading circles

• Use of the OPI website http://opi.mt.gov/Programs/IndianEd/curricsearch.html which provides
        lesson plans for all content areas and grade levels.

• Identify how many IEFA lessons will be taught in each subject at each grade for the year.

• Identify books or resources that will be used in Math and Reading.

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When you return to the Planning Status page you will be asked to respond to the same questions for Reading and for any of the "Other Goals" set at the district level.

When your reports are complete you will find a link where you can print your report (for both the district and schools).



If you need any assistance, please contact Teri Wing at (406) 444-4436, or Kimberly Vinson at (406) 444-1852.